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ABSTRACT

Discusses role and trend information on developmental or remedial education for recent high school graduates attending Washington community and technical colleges. More specifically, it provides information on high school graduates who attended a community or technical college in the year following graduation. Also provides separate information on students who attended the college within one or two years after high school graduation. Some key findings include: (1) The proportion of high school graduates new to the community and technical colleges prepared to do college level work was larger in 2001-02 than in previous years. Of the new students, 46% enrolled in college level courses only in their first year compare to 44% in the prior two years. (2) A substantial proportion of graduates enroll in pre-college developmental math, English or reading. In their first year after high school, 10,204 graduates (54%) enrolled in one or more of these developmental classes. And (3) community and technical colleges continue to be the choice for a substantial proportion of high school graduates with 31% of graduates coming straight to college and an additional 16% attending for the first time one or two years after high school graduation. Within three years of graduation, 47% have enrolled at community or technical college in Washington. (JS)

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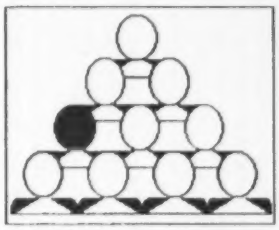

Research Report No. 03-1

Washington State Board for Community and Technical Colleges

ROLE OF DEVELOPMENTAL (REMEDIAL) EDUCATION FOR RECENT HIGH SCHOOL GRADUATES ATTENDING WASHINGTON COMMUNITY AND TECHNICAL COLLEGES – SYSTEM SUMMARY FOR STUDENTS ENROLLED IN 2001-02

March 2003

Key Findings

- The proportion of high school graduates new to the community and technical colleges prepared to do college-level work (without enrolling in developmental courses) was larger in 2001-02 than in the previous years. Of new students, 46 percent enrolled in college-level courses only in their first year compared to 44 percent in the prior two years.
- A substantial number and proportion of graduates, however, enroll in pre-college developmental math, English or reading – in their first year after high school 10,204 graduates (54 percent) enrolled in one or more of these developmental classes.
- Community and technical colleges continue to be the choice for a substantial portion of high school graduates with 31 percent of graduates coming straight to college and an additional 16 percent attending for the first time one or two years after high school graduation. Within three years of high school graduation, 47 percent of high school graduates have enrolled at community or technical college in Washington.

This report provides information on these enrollment trends as required by RCW 28B.10.685. This system summary report highlights the high school graduates who attended a community or technical college in the year following graduation (Part A and B). As required by RCW 28B.10.685, Part C provides information on the students who attended the college within one or two years after high school graduation.

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For Information Contact:
Loretta Seppanen, Assistant Director, Education Services
Phone: 360-704-4348, email: lseppanen@sbctc.ctc.edu
Washington State Board for Community and Technical Colleges
P O Box 42495, Olympia WA 98504-2495
TDD 800-833-6388

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Part A
College Going Pattern of High School Graduates

Nearly a third of new high school graduates (31 percent of the class) enroll at community or technical colleges in the year following high school. An estimated 29 percent of graduates go directly to four-year intuitions or enroll out of state. Another 16 percent of each graduating class enter a community or technical college after waiting a year or two to begin college, or start at a four-year or out of state college and then transfer to a community or technical college.

College-Going Pattern for High School Classes of 1998 to 2001

	1998	1999	2000	2001
Statewide Graduates - Public & Private	57,650	57,900	59,400	60,720

Straight to Community and Technical Colleges (CTC) After High School*

	1998-99	1999-00	2000-01	2001-02
Enrolled	17,123	17,261	17,441	18,786
% of Statewide Graduates	30%	30%	29%	31%

* Most enter in summer or fall after high school

Part B
Statewide Trends in Developmental Course Taking at Community and Technical Colleges

Statewide Trend into Developmental Courses for Those Straight from High School to

	1998-99	1999-00	2000-01	2001-02
Developmental Math	8,005	8,365	8,557	8,923
% Taking Dev Math	47%	48%	49%	47%
Developmental Writing	3,510	3,711	3,608	3,714
% Taking Dev Writing	20%	21%	21%	20%
Developmental Reading	1,657	1,792	1,779	1,832
% Taking Dev Reading	10%	10%	10%	10%
Any Developmental Course	9,252	9,648	9,817	10,204
% Taking Any Dev	54%	56%	56%	54%

Community and technical colleges, like four-year institutions, regard students as ready for college-level math after successful completion of **intermediate algebra**.[1] Pre-college developmental math courses do not apply to the student's degree credits and may extend the time to the degree. However, most students who take developmental math courses successfully complete such courses and make successful progress to their degree.

[1] Some technical degree programs can be completed without first taking intermediate algebra, but many technical degrees and all programs designed to prepare students for four-year institutions require math or other quantitative skills above the level of intermediate algebra.

Statewide, nearly half of all recent high school graduates take pre-college, **developmental math** classes, though the proportion declined in the most recent year and early evidence of enrollment in fall 2002 suggests further declines are likely. In the most recent year 47 percent of high school graduates took developmental math in their first year of college—down from 49% a year ago.

Intermediate algebra is above the level of math required for the high school diploma, thus many high school graduates may be taking the pre-college, intermediate algebra course for the first time upon entering the colleges. Other students may have completed preparation for college-level math in the 10th or 11th grade, but taken time off from math in their senior year. Due to the time away from math, these students may need the developmental math course as a refresher when they start college.

Statewide, one in five recent high school graduates take pre-college, **developmental writing** at a community or technical college before taking college-level writing courses. Community and technical colleges expect the following skills as evidence of college-level writing:

> Ability to use an effective writing process that includes strategies for generating and organizing ideas and for independent revision and editing. Ability to compose essays and other written materials (lab reports, summaries, etc.) that follow conventions of focus, organization, development and correctness.

Statewide, 10 percent of recent high school graduates take pre-college, **developmental reading** classes at a community or technical college. Community and technical colleges expect the following skills as evidence of college-level reading:

> Ability to read a variety of college entry-level academic, technical and/or online texts, identify the main ideas and major details, and organize the information in a way that demonstrates they understand what they have read. Students use appropriate skills and strategies such as pre-reading, marking texts, outlining, etc. to understand what is read.

Some 54 percent of 2001 high school graduates enrolled at the community and technical colleges took one or more developmental courses in their first year of attendance. The rate of developmental course taking at community colleges ranges from a low of 36 percent at Centralia to 69 percent at Big Bend. Most of the technical colleges have a lower rate, however this is likely to increase as the math and writing requirements in their technical degree programs increase.

Number of 2001 High School Graduates Attending College, Number & Percent Enrolled in Developmental Courses - 2001-02

College	Public and Private High School Graduates Enrolled	Graduates in at Least 1 Developmental Course	% in At Least 1 Developmental Course
Bates	114	37	32%
Bellevue	1,493	664	44%
Bellingham	133	17	13%
Big Bend	282	194	69%
Cascadia	441	233	53%
Centralia	345	124	36%
Clark	1,133	700	62%
Clover Park	164	83	51%
Columbia Basin	880	569	65%
Edmonds	789	531	67%
Everett	815	427	52%
Grays Harbor	223	142	64%
Green River	903	466	52%
Highline	910	449	49%
Lake Washington	127	56	44%
Lower Columbia	348	197	57%
Olympic	747	442	59%
Peninsula	199	114	57%
Pierce/Puyallup	494	308	62%
Pierce / Steilacoom	798	520	65%
Renton	86	5	6%
Seattle Central	540	268	50%
Seattle North	307	170	55%
Seattle South	285	155	54%
Seattle Voc Institute	24	2	8%
Shoreline	802	363	45%
Skagit Valley	536	324	60%
South Puget Sound	720	424	59%
Spokane Community	643	354	55%
Spokane Falls	1,141	700	61%
Tacoma	721	454	63%
Walla Walla	348	187	54%
Wenatchee Valley	392	242	62%
Whatcom	672	326	49%
Yakima Valley	709	404	57%
System Total*	18,786	10,204	54%

* Each student counted once even though may be enrolled at two or more colleges during the year.

Part C
Statewide Trends in Students Entering College 1 or 2 Years After High School
Enrollment in Developmental Courses (Remedial)

RCW 28B.10.685 requires SBCTC to report on the course taking pattern for recent high school graduates from the past three years. While many high school students attend community or technical colleges in the year immediately after high school, a substantial group of high school graduates wait one to two years to attend college. The course taking pattern of these students is somewhat different than for those coming directly from high school and thus data on these students are reported separately here. Students who attend community and technical colleges with a delay of one or two years after high school graduation include:

- 34 percent who started at a Washington four-year institution or out of state and transferred in credits. These students may have already completed college-level math and English courses.
- 66 percent who had not yet attended college and may be seeking short-term programs such as workforce certificates not requiring college-level skills in math.

Students who delay a year or more before attending community or technical colleges are less likely than those coming straight from high school to take developmental courses, especially developmental math.

Statewide Trend in Developmental Course Taking for Those Entering CTCs
1 or 2 Years after HS

	1999-00	2000-01	2001-02
1 or 2 Years Later to CTC	9,141	8,520	9,673
% of prior year graduates	16%	15%	16%
Took Developmental Math	2,691	2,618	2,913
% Taking Dev Math	29%	31%	30%
Took Developmental Writing	1,180	1,076	1,299
% Taking Dev Writing	13%	13%	13%
Took Developmental Reading	597	607	645
% Taking Dev Reading	7%	7%	7%

Community and Technical College Expectations for Entering Students

As "open door" institutions, community and technical colleges provide educational opportunities for all adults regardless of their educational background. High school graduates are able to complete their program quickly and at the lowest cost by following the recommended course pattern while in high school that includes emphasis on reading, writing and high school math equivalent to intermediate algebra. Colleges may require those who have not followed the recommended pattern to complete pre-college course work, at their own expense, thus adding to the time needed to complete a degree or certificate.

Community and technical colleges are committed to helping all students succeed. To that end, colleges ask all entering degree-seeking students to take one or more "placement" exams prior to taking math and English classes. These tests include The College Board's Accuplacer (http://www.collegeboard.org/accuplacer/html/accupla1.html) and COMPASS/ASSET (http://www.act.org/asset/index.html and http://www.act.org/compass/index.html) developed by ACT plus tests designed by college faculty.

A substantial number of entering students "place" in remedial courses, especially in developmental math – math equal to middle and high school Algebra I and Algebra II courses. Most such students quickly learn the pre-college skills and successfully complete the follow-on college-level courses.

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